USAID
FROM THE AMERICAN PEOPLE

AMENDMENT #1
TO THE PROGRAMMATIC EDUCATION INITIAL ENVIRONMENTAL EXAMINATION (IEE)

PROGRAM/ACTIVITY DATA:

Project/Activity Name:

1.Uzbekistan Education Activity
2.Tajikistan Education Activity
3. Any other Education activities within the IEE approved budget ceiling, duration, scope, nature and type of work

Country /Region:	Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan, Uzbekistan /Central Asia
F Objective:	Objective 3: Investing in People
RDCS Objectives:	DO1: Expanded diverse and competitive trade and markets DO 3: More effective and inclusive governance institutions that serve the public good
Program Areas:	ES.1 Basic Education ES.2 Higher Education
Original IEE funding amount:	$105 million[1]
New activities Funding:	$60 million (Uzbekistan 20 million; Tajikistan 25 million)
Amended IEE funding amount:	$146 million
Funding Period:	FY2020 – FY2027
IEE Prepared by:	Inna Kirilyuk, Education Project Management Specialist, USAID/CA Mavjuda Nabieva, Education Project Management Specialist, Tajikistan Country Office, USAID/CA
Date:	11/08/2019
IEE Amendment? Yes☒ No ☐	Date of Original Education Programmatic IEE August 12, 2011 (Asia 11-133[2])
Additional references:	None

ENVIRONMENTAL ACTION RECOMMENDED (Place X where applicable)

Categorical Exclusion (CE):	☒	Deferral (D):	☐
Positive Determination (PD):	☐	Negative Determination (ND):	☐
Negative Determination With Conditions (NDC):	☒	Exemption (E):	☐

CLIMATE RISK RATING(S): (Place X where applicable)

Low: [X] Medium: [-] High: [-]
Adaptation /Mitigation Measures: Applicable

CONCTRUCTION: Will this project/activity involve construction as defined by ADS 201 and 303?

---

[1] *Note:* Through the end of FY2020 USAID obligated est.$76million for Education activities
[2] ECD link to the programmatic Education IEE: https://ecd.usaid.gov/repository/pdf/38184.pdf

Yes ☐ No ☒

If other new activities (TBD) under this Education P-IEE amendment involve construction as defined by ADS 201 and 303, implementing partners will have to conduct construction risk assessment in accordance with ADS 201 requirements.

1.0 PURPOSE:

The purpose of this programmatic Education IEE (P-IEE) Amendment #1 is to timely and duly:

- Reflect on the P-IEE extension from FY2020 to FY 2027.
- Account for the increase of the total LOP funding of this P-IEE from $105 million to $146 million.
- Account for two new activities: Uzbekistan Education Activity, Tajikistan Education Activity; and for any other future education activities, with same and similar scope and nature, in Central Asia for a period of up to seven years within IEE budget ceiling, scope, nature and type of work.
- Confirm that the scope, nature and type of two new Uzbekistan and Tajikistan activities are consistent with those of regional and country-specific activities described in the original P-IEE.
- Stipulate that all previously approved Threshold Decisions and related conditions, limitations and stipulation for revision shall fully apply to new activities.
- Establish that approved Categorical Exclusion Threshold Decision applies to the referred two new activities in Uzbekistan and Tajikistan.
- Conduct the first review of climate risk screening (CRS) and management for Uzbekistan Education and Tajikistan Education activities as required by the ADS 201mal.
- Stipulate that prior to commencement of projects and activities with approved Negative Determination with Conditions (NDC) the implementing partner(s) (IP) shall conduct CRS for all sectoral and sub-sectoral activities (see: https://www.usaid.gov/ads/policy/200/201mal) (see section 3.4 below).
- Stipulate that all approved Threshold Decisions, conditions, including limitations and revisions, shall be fully transposed into procurement instruments.
- Stipulate that at the post-award conference, the USAID/Central Asia (CA) and USAID/ Kyrgyz Republic (KR) Mission Agreement Officer's and Contract Officer's Representatives (A/CORs) together with the Mission Environmental Officers (MEOs) and Climate Integration Leads (CILs) shall explain to the implementing partner(s) approved Threshold Decisions, conditions and limitations in force as provided in this P-IEE Amendment #1.

A/CORs shall regularly check, including site visits and engaging MEOs/CILs on implementation of activities and shall seek to ensure that all activities are in full compliance with the environmental conditions approved in the original P-IEE and this amendment.

2.0 BACKGROUND AND NEW ACTIVITY DESCRIPTION

The education activities in Tajikistan and Uzbekistan will support the U.S. Government Strategy on International Basic Education, the goal of which is to empower partner countries to better respond to their education needs, strengthen local education systems and solutions, and utilize data and evidence to improve learning outcomes. The current USAID education policy reinforces these core principles and highlights the importance of education programming that supports foundation literacy and numeracy skills needed for future learning and success. These activities will also support the Department of State and USAID Joint Strategic Plan (JSP) objective 2.2 to "promote educated, healthy and productive populations in the country to drive inclusive and sustainable development and support U.S.G. prosperity and security objectives."

These activities will support USAID/Central Asia's Regional Development Cooperation Strategy through Development Objective 3: "More effective and inclusive governance institutions that serve the public good." These activities will support this Objective's Intermediate Results (IR) and two Sub-IRs: IR 3.3: Increased use

of health, education and other services by target population; and Sub-IR 3.3.1 Increased access to services and Sub-IR 3.3.2 Improved quality of services.

The new Basic Education activity in Tajikistan (est. 25 mil) will focus on improvement of basic education skills for children in primary grades 1-4, with a particular focus on improving reading comprehension, critical thinking skills, and math. The activity will support three main components:

Component 1: Improved instruction and availability of supplemental reading materials
Component 2: Improved instruction and availability of supplementary math materials
Component 3: Increased government capacity to develop and implement cohesive primary education policies and programs.

The new Education activity in Uzbekistan (est. 20 mil) will focus on development, testing, implementation, and evaluation of effective and scalable education reforms that improve learning outcomes for Uzbek students throughout the country. The principal host-country counterpart for this program is the Republic of Uzbekistan's Ministry of Public Education (MOPE) and relevant technical and policy units at the national, sub-national, and school level. USAID will support three main components:

Component 1: Improved Reading and Math Outcomes in Grades 1 – 6
Component 2: Increased IT Nation Initiative for Grades 1 – 11
Component 3: Improved English Language Instructions in Grades 1-6.

Illustrative activities for these new programs are available in Annex 1. Relationship to other USAID and donor programs is included as Annex 4.

2.1 Lessons Learned

During the last several years, all USAID/CA Education activities have been in full compliance with USAID requirements established in the P-IEE. A/ CORs and USAID/CA USAID/KR MEOs/CILs visited multiple project sites and conducted environmental compliance monitoring of these activities. All activities qualified for a Categorical Exclusion and didn't require environmental screening, mitigation, monitoring and reporting to USAID.

3.0 ENVIRONMENTAL COMPLIANCE SCREENING OF NEW ACTIVITIES

3.1 Environmental compliance screening

It is expected that up to 100 % of funding for new activities in Tajikistan and Uzbekistan will fall under Categorical Exclusion and will not require further environmental review and reporting to USAID. Under other new activities (TBD) USAID may consider procuring some electric or electronic equipment, and make small scale renovations. This work will qualify for NDC activities and IPs will have to provide environmental management in accordance with terms established in the P-IEE and this amendment.

3.2 Climate Risk Management Analysis (CRM)

Central Asia is a land-locked region with wide-ranging climate regimes, from arid deserts to mountains with heavy precipitation, contrasts observed both within and across the region's individual countries. Over the past 50 years, the increase in temperature has discernably impacted the region, evidenced by the significant decrease in both mountain snowpack and the volume of the Tien Shan glaciers. The actual and future climate change has been analyzed in multiple resources[3]. Expected climate change stressors and impacts include increases in

[3] Some links to climate change reviews:

temperature (2.0 to 5.7°C increase in annual mean temperatures by 2085), extreme weather events, changing rainfall patterns and increased storm intensity and frequency; increased drought and glacial melt, continued expansion of deserts and arid areas. This will add pressure to human health, already stressed and exploited natural resources, such as pasture, forests and wildlife, and could increase the spread of transboundary pests. The exacerbated degradation of biodiversity, natural habitats, and ecosystems due to climate stressors increases vulnerability of impoverished and rural areas, which largely lack the financial or political capacity to overcome these growing challenges. Additionally, changes in climate will likely affect local and regional economies, as overexploitation and lack of resources are projected to impact key industries such as agriculture, energy, and other water-dependent activities[4].

Climate variability and climate change can impact schooling outcomes in several different ways. In the most direct sense, extreme weather events such as intensive rains, floods and mudflows may destroy or damage school buildings, or schools may be used to shelter people who have been displaced from their homes. This leaves children temporarily unable to attend school, and some kids may never return to their studies. Agricultural households suffering losses to income and food security caused by droughts or heat waves may not have enough money to pay school fees or may pull their children out of school to help earn additional income. During severe droughts, girls in rural areas may miss school because they must travel longer distances to collect water. In addition, entire families may migrate in search of food, water, and employment, pulling their kids out of school. Also, extreme heat lowers children ability to learn; exposure to extreme heat in prenatal and early childhood could make it harder for children to attain secondary school education.

Though there is a moderate or sometimes high risk of negative climate change impact on different aspects of education process, the climate change risk to the achievement of planned results or sustainability of planned USAID activities will be presumably low due to nature of education activities and due to climate change risks being addressed at the planning stage as shown in the CRM table in Annex 2.

3.3 Threshold Determinations and recommended environmental actions

Recommended Action: (a) ***Categorical Exclusion*** (more than 99% of funding) - pursuant to 22 CFR 216.2(c)(2)(i), the originator of the activities has determined that Activities consist of types of interventions entirely within the categories listed in paragraph (c)(2), "Categorical Exclusions," of Section 216.2, "Applicability of Procedures," of Title 22 CFR Part 216, "AID Environmental Procedures", and therefore are categorically excluded from any further environmental review requirements. The originator of the proposed action has further determined that the proposed activities are fully within the following classes of actions:
-Education, technical assistance, or training programs except to the extent such programs include activities directly affecting the environment (such as construction of facilities, etc.) [22 CFR 216.2(c)(2)(i)];
-Analyses, studies, academic or research workshops and meetings [22 CFR216.2(c)(2)(iii)];
-Document and information transfers [22 CFR 216.2(c)(2)(v)];

---

http://www.unece.org/fileadmin/DAM/env/epr/epr_studies/ECE.CEP.180.Eng.pdf;
http://www.carpathianconvention.org/tl_files/carpathiancon/Downloads/04%20Publications%20-%20Press%20-%20Gallery/CAsia_Summary_screen.pdf;
https://www.e3g.org/docs/Central_Asia_Report_Expert_Working_Group_on_Climate_related_Security_Risks_Final.pdf;
https://idea.usaid.gov/cd/tajikistan/environment-and-global-climate-change;
https://zoinet.org/wp-content/uploads/2018/02/CC-Tajikistan-web-2016.pdf;
https://www.climatelinks.org/sites/default/files/asset/document/2019_USAID_Tajikistan%20Factsheet.pdf;
http://www.un-gsp.org/sites/default/files/documents/tnc_of_uzbekistan_under_unfccc_english_n.pdf
https://www.climatelinks.org/resources/greenhouse-gas-emissions-factsheet-tajikistan
https://www.climatelinks.org/resources/greenhouse-gas-emissions-factsheet-uzbekistan
https://zoinet.org/wp-content/uploads/2018/01/WB_Presentation_CentralAsiaWaterSecurity.pdf;
https://www.gfdrr.org/en/tajikistan;
https://zoinet.org/wp-content/uploads/2018/02/CCCA_dec2009_0.pdf;
Tajikistan Climate Risk Profile (CRP): https://ecd.usaid.gov/repository/pdf/50549.pdf ; Central Asia CRP:
https://www.climatelinks.org/sites/default/files/asset/document/2018-April-30_USAID_CadmusCISF_Climate-Risk-Profile-Central-Asia.pdf

[4] https://www.climatelinks.org/sites/default/files/asset/document/2018-April-30_USAID_CadmusCISF_Climate-Risk-Profile-Central-Asia.pdf;

-Studies, projects or programs intended to develop the capability of recipient countries to engage in development planning, except to the extent designed to result in activities directly affecting the environment (such as construction of facilities, etc. [22 CFR 216.2(c)(2)(xiv)].

(b) ***Negative Determination with Conditions*** less than one per cent of funding for activities related to development of procurement of electric and electronic equipment and small scale rehabilitation of schools, training centers, and the like. IP can recommend and assist in implementation of these actions only if environmental screening is done and mitigation measures are proposed to prevent potential negative impact of proposed activities in accordance with terms of the Education P-IEE and IP's procedures below.

3.4 Implementing partner requirements:

--The IP shall follow requirements and conditions established in the P-IEE.

--Each site-specific activity with NDC will require development of Environmental Review Checklist (ERC, see template in Annex 3) with EMMP and its approval by the MEO/CIL prior to an activity start. The Standard Conditions List and Table 2 of the P-IEE as well as USAID sector environmental and social guidelines and practices (https://www.usaid.gov/environmental-procedures/sectoral-environmental-social-best-practices) should be used as a guide in developing of ERC with EMMP.

--CRS for projects/ activities with NDC shall be presented in ERC, and appropriate commensurate mitigation and adaptation measures shall be developed and presented in integrated Environmental Mitigation and Monitoring plans (EMMP), as part of ERC. ERCs shall be reviewed and approved by the MEO/CIL and A/COR

--If small scale activities qualifying for "construction" as specified in ADS 201 maw take place, the IPs shall follow construction risk management procedures established in this ADS. This work may require revision of the P-IEE amendment #1.

--Use ADS 312 for procurement of various types of commodities.

4. REVISIONS:

Pursuant to 22 CFR 216.3(a)(9), if new information becomes available which indicates that activities to be funded by these activities might be "major" and the Program's effect "significant", this determination will be reviewed and revised by the originator of the activity and submitted to the Asia Bureau Environmental Officer for approval and, if appropriate, an environmental assessment will be prepared. It is the responsibility of the USAID A/COR to keep the USAID/CA mission, and the BEO/Asia informed of any new information or changes in scope and nature of the activity that might require revision of the P-IEE. USAID/CA and USAID/Kyrgyz Republic Missions shall regularly check the implementers on any changes in the scope and nature of the approved activities, which may warrant the revision of the approved Threshold Decisions.

USAID APPROVAL OF ENVIRONMENTAL ACTION RECOMMENDED:

Clearance:

Regional Mission Director, USAID/ CA: _____ Date: 11/18/19
Christopher W. Edwards

Mission Director, USAID/KR: _____ Date: 11-13-19
Gary Linden

Regional Environmental Advisor for Central and South Asia & OAPA: cleared by e-mail Date: 11/7/2019
Andrei Barannik

Mission Environmental Officer & CIL, USAID/CA: _____ Date: 11/8/2019
Nina Kavetskaya

Mission Environmental Officer & CIL, USAID/KR: _____ Date: 13 Nov 2019
Zaur Bostanov

Concurrence:

Asia Bureau Environmental Officer: _____ Date: 18 NOV 2019
William Gibson

Approved: ✓

Disapproved: _____

Julie Southfield, DMD OAA 11/14/19.

Cced: Project files, MEO tracking, OAA, RLO

Annex 1

Environmental Compliance Screening of Proposed Education Activities

CE: Categorical Exclusion

NDC: Negative Determination with Conditions

Project/Activity	Illustrative Activities	Threshold Determination	Remarks
	Education Activities in Tajikistan		
Component 1: Improved instruction and availability of supplemental reading materials	• Differentiating PD for teachers of students in G1 & G2 and teachers of G3 & G4. It is expected that some level of training related to the development of foundational reading skills (phonemic awareness, phonics and fluency) will need to be included for teachers of G1 and G2. For G3 & G4 teachers, PD should focus on building academic and content-specific vocabulary, as well as reading comprehension skills.	CE	
	• Training should be adapted as needed primarily for teachers of Tajik and Russian as well as consideration for teachers who teach in Uzbek, especially to help G1 & G2 teachers transition students from home language to Tajik	CE	
	• Training modules that prepare all teachers to use formative assessment to modify and guide their instruction, including the use of differentiated, or remedial, instruction when necessary.	CE	
	• Development of appropriate pedagogical related to reading subjects materials, such as teachers' guides, that can be easily integrated into the existing curriculum.	CE	
	• Integration of strategies and activities for building SEL skills, as appropriate, into training.	CE	
	• Consider the use and application of the Universal Design for Learning framework in literacy instruction, even if creating fully inclusive classrooms is not possible.	CE	
	• The activity should plan for the monitoring and evaluation of the teacher PD program, including data from classroom observations, to ensure modifications are made as needed.	CE	
Component 2: Improved instruction and availability of supplementary math materials	• Initial analysis of teacher instructional practices in mathematics, and teachers understanding of the competency-based standards.	CE,	
	• A teacher's guide, activity guide, or other pedagogical materials which can be used by teachers to support their mathematics instruction.	CE	
	• A classroom observation form which makes reference to specific skills and activities teachers should use in the classroom.	CE	
	• A crosswalk of materials developed and the specific activities and skills they will be used to teach.	CE	
Component 3: Increased government capacity to develop and implement cohesive primary education policies and programs	• Identify and support approaches to institutionalize pedagogical support for Primary teachers;	CE	
	• Identify and develop approaches to modernize teacher professional development; including in-service and pre-service curriculum, policies, practices, and systems;	CE	
	• Strengthen the capacity of MOES and NTC to develop, administer, analyze, and disseminate results from national primary schools' assessments;	CE	
	• Develop strategies and tools for the MoES to utilize different types of assessment data for planning and budgeting	CE	
	• Review and develop modernised innovative in service and preservice modules for teacher professional development m which focus on strategies for improving reading comprehension for all reading related subjects to ensure it is institutionalised at the the national policy and professional development systems, to increase the number of qualified teachers and improve the quality of	CE	

	instructions by using research-based instructional approaches and innovative materials and technology applications. • Strengthen the capacity of the government to generate and use education verifiable and disaggregated data to drive transparency and accountability, informing decision-makers on the challenges to efficiently target reforms and resources; • Proposals should include a plan to conduct a comprehensive system diagnostic ahead of finalizing the activity design and should also include a draft monitoring and evaluation framework with details about how inputs, outputs, outcomes, and assumptions for all aspects of the theory of change will be regularly tracked to ensure fidelity of implementation and diagnose breaks in the theory of change	CE CE	
Education Activities in Uzbekistan			
Component 1: Improved Reading and Math Outcomes in Grades 1 – 6	• Revision of national curriculum standards and supporting materials • In-service and pre-service (as appropriate) teacher professional development • Teaching and learning materials developed and distributed • Head teacher and school leaders trained and empowered to support and assess learning outcomes • Implementation, and dissemination of results from, national EGRA/EGMA	CE CE CE CE CE	
Component 2: Increased IT Nation Initiative for Grades 1 – 11	• ICT standards and curriculum developed or revised • Cost-efficient curriculum and materials for CS education and ICT applications for reading, math, and English revised or developed • Develop a plan for Public-private partnerships and for expansion of IT Nation implementation in schools • Training to develop and deliver baseline and end of course assessments	CE CE CE CE	
Component 3: Improved English Language Instructions in Grades 1-6	• Review and enhance reforms to English language curriculum • Review and help finalize English standards • Capacity building for MOPE to use standards to develop English materials • Develop framework and criteria for evaluating and "leveling" supplemental reading materials in English	CE CE CE CE	

Annex 2

CRM Assessment Matrix for Education Activities in Central Asia

Defined or Anticipated Project Elements	Climate Risks	Risk Rating	How Risks are Addressed at Project Level -	Further Analysis and Actions for Activity Design/ Implementation	Opportunities to Strengthen Climate Resilience
Education process, trainings, workshops, public events	Climate change poses a higher threat to air temperature rise in Central Asia above global mean increases, causing droughts and, prolonged heat waves in lowland plains and heavy rainfalls and increased frequency of extreme events (mudflows, avalanches, etc.) in most parts of Central Asia. There might be different (direct and indirect) ways of climate change impact on education development and planned activities: 1.Participants may not be able to get to training venues due to flooding or intensive rains in mountainous areas other extreme weather events especially in mountain areas; 2. Students may be impacted by extremely high heat which in combination with low air circulation may cause reduction in	L L L	So far the risks are considered only partially. Normally project events take place in air conditioned spaces and venues are chosen in a way that they are not affected by the catastrophic natural calamities.	--IP will have to consider recommendations for raising efficiency of education process during high heat season --IP will consider alternative routes to project sites and event venues; Consider virtual site visits and trainings and flexibility built in schedule/virtual meeting --The IP will include appropriate messaging and instructions, when applicable, in its training and orientation packages to prepare staff and beneficiaries on mitigating and managing climate change risks.	-- of agricultural, marketing and nutrition sectoral players --IP may work with the education ministry on ensuring that no schools are located in disaster areas subjected to flooding and --IP may select air conditioned schools or consider installation of air conditioners and/or fans in schools and training facilities to conduct comfortable atmosphere during education process IP will work with other donors and the GOT to increase the climate change resilience knowledge, to mitigate climate risk and encourage adoption of alternative approaches to continue service delivery and other health system functions during heat and drought periods.

Renovation/ small construction of schools, trainings centers, sanitary facilities such as latrines. Installation of office electric and electronic equipment	Possibility of damage to infrastructure due to increased frequency and intensity of floods and other extreme events. Latrines placement and design depends on a set of natural resources conditions, including ground water level. If the level is raised due to climate change factors, the latrine should either be relocated or its design should be adjusted. Success of small construction/rehabilitation of buildings, as well as installation of office equipment, depends on stability and quality of buildings where this equipment and supplies are going to be installed and used.	L L L	This normally presents low risk as currently in accordance with national legislation and construction code all designs are developed by licensed engineers and architects and approved by authorized governmental bodies in areas where construction is permitted (not flooded, no avalanche/landslide threat/ mud-flow threat, not high seismicity, and various site-specific mitigation measures are taken into account).	IP should consider all possible adaptation measures during construction/renovation planning stage. IP should explore all construction risks including climate change based on ADS 201 maw preferable approach and national legislation	Recommend inclusion of missing elements of climate resilience in national /local construction policies and procedures that may include relocation of some buildings and structures. Work with national, provincial and municipal government officials and planners on the availability and importance of construction standards; to alert designers and construction workers of enforcement of standards

ENVIRONMENTAL REVIEW CHECKLIST FOR IDENTIFYING POTENTIAL ENVIRONMENTAL IMPACTS OF PROJECT ACTIVITIES AND PROCESSES

for [Activity Name]

Implemented under: [*Project Name*]

DCN: [*of Parent IEE*]

Prepared by: [*Implementer*]

ENVIRONMENTAL REVIEW CHECKLIST FOR IDENTIFYING POTENTIAL ENVIRONMENTAL IMPACTS OF PROJECT ACTIVITIES AND PROCESSES

The Environmental Review Checklist for Identifying Potential Environmental Impacts of Project Activities and Processes (ERC) is intended for use mainly by implementing partners to: assess activity-specific baseline conditions, including applicable environmental requirements; identify potential adverse environmental effects associated with planned activity(s) and processes; and develop environmental mitigation and monitoring plans (EMMPs) that can effectively avoid or adequately minimize the identified effects. This ERC can also be substituted for other ERC versions that may have been attached to project initial environmental examinations (IEE). If implementing partners are in doubt about whether a planned activity requires preparation of an ERC, they should contact their Contracting Officer's Representative (COR)/Agreement Officer's Representative (AOR) for clarification. *(When preparing the checklist, please indicate "not applicable" for items that have no bearing on the activity.)*

A. Activity and Site Information

Project Name: ***(as stated in the triggering IEE)***	
Mission/Country:	
DCN of Triggering IEE:	
Activity/Site Name:	
Type of Activity:	
Name of Reviewer and Summary of Professional Qualifications:	
Date of Review:	

B. Activity Description

1. Activity purpose and need
2. Location of activity
3. Beneficiaries, e.g., size of community, number of school children, etc.
4. Number of employees and annual revenue, if this is a business
5. Implementation timeframe and schedule
6. Detailed description of activity and site, e.g., size of the facility or hectares of land; steps that will be taken to accomplish the activity
7. Existing or planned certifications, e.g., ISO 14001 EMS, ISO 9000, HCCP, SA 8000, Global Gap, Environmental Product Declarations, Eco Flower, EcoLogo, Cradle to Cradle, UL Environment, GREENGUARD, Fair Trade, Green Seal, LEED, or various Forest Certifications
8. Site map, e.g., provide an image from Google Earth of the location
9. Photos of site *(when available)*

C. Activity-Specific Baseline Environmental Conditions

1. Population characteristics
2. Geography
3. Natural resources, e.g., nearby forest/protected areas, ground and surface water resources
4. Current land use
5. Proximity to public facilities, e.g. schools, hospitals, etc.
6. Other relevant description of current environmental conditions in proximity to the activity

D. Legal, Regulatory, and Permitting Requirements

1. National environmental impact assessment requirements for this activity

2. Applicable National or local permits for this activity, responsible party, and schedule for obtaining them:

Permit Type	Responsible party	Schedule
Zoning		
Building/Construction		
Source Material Extraction		
Waste Disposal		
Wastewater		
Storm Water Management		
Air Quality		
Water Use		
Historical or Cultural Preservation		
Wetlands or Water bodies		
Threatened or Endangered Species		
Other		

3. Additional national or other international environmental laws, conventions, standards with which the activity might be required to comply
   a. Air emission standards
   b. Water discharge standards
   c. Solid waste disposal or storage regulations
   d. Hazardous waste storage and disposal
   e. Historical or cultural preservation
   f. Other

E. Engineering Safety and Integrity *(for Sections E. and F., provide a discussion for any of the listed issues that are likely to have bearing on this activity)*

1. Will the activity be required to adhere to formal engineering designs/plans? Have these been or will they be developed by a qualified engineer?
2. Do designs/plans effectively and comprehensively address:
   a. Management of storm water runoff and its effects?
   b. Reuse, recycling, and disposal of construction debris and by-products?
   c. Energy efficiency and/or preference for renewable energy sources?
   d. Pollution prevention and cleaner production measures?
   e. Maximum reliance on green building or green land-use approaches?
   f. Emergency response planning?
   g. Mitigation or avoidance of occupational safety and health hazards?
   h. Environmental management of mobilization and de-mobilization?
   i. Capacity of the host country recipient organization to sustain the environmental management aspects of the activity after closure and handover?
3. Are there known geological hazards, e.g., faults, landslides, or unstable soil structure, which could affect the activity? If so, how will the project ensure structural integrity?
4. Will the site require grading, trenching, or excavation? Will the activity generate borrow pits? If so, how will these be managed during implementation and closure?
5. Will the activity cause interference with the current drainage systems or conditions? Will it increase the risk of flooding?

6. Will the activity interfere with above- or below-ground utility transmission lines, e.g., communications, water, sewer, or natural gas?
7. Will the activity potentially interfere with vehicle or pedestrian traffic?
8. Does the activity increase the risk of fire, explosion, or hazardous chemical releases?
9. Does the activity require disposal or retrofitting of polychlorinated biphenyl-containing equipment, e.g., transformers or florescent light ballasts?

F. Environment, Health, and Safety Consequences

1. Potential impacts to public health and well-being

a. Will the activity require temporary or permanent property land taking?
b. Will activities require temporary or permanent human resettlement?
c. Will area residents and/or workers be exposed to pesticides, fertilizer, or other toxic substances, e.g., as a result of farming or manufacturing? If so, how will the project:
   i. Ensure that these chemicals do not contaminate ground or surface water?
   ii. Ensure that workers use protective clothing and equipment to prevent exposure?
   iii. Control releases of these substances to air, water, and land?
   iv. Restrict access to the site to reduce the potential for human exposure?
d. Will the activity generate pesticide, chemical, or industrial wastes? Could these wastes potentially contaminate soil, groundwater or surface water?
e. Will chemical containers be stored at the site?
f. Does the activity remove asbestos-containing materials or use of building materials that may contain asbestos, formaldehyde, or other toxic materials? Can the project certify that building materials are non-toxic? If so, how will these wastes be disposed of?
g. Will the activity generate other solid or hazardous wastes such as construction debris, dry or wet cell batteries, florescent tubes, aerosol cans, paint, solvents, etc.? If so, how will this waste be disposed of?
h. Will the activity generate nontoxic, nonhazardous solid wastes (subsequently requiring land resources for disposal)?
i. Will the activity pose the need to handle and dispose of medical wastes? If so, describe measures of ensuring occupational and public health and safety, both onsite and offsite.
j. Does the activity provide a new source of drinking water for a community? If so, how will the project monitor water quality in accordance with health standards?
k. Will the activity potentially disturb soil contaminated with toxic or hazardous materials?
l. Will activities, e.g., construction, refurbishment, demolition, or blasting, result in increased noise or light pollution, which could adversely affect the natural or human environment?

2. Atmospheric and air quality impacts

a. Will the activity result in increased emission of air pollutants from a vent or as fugitive releases, e.g., soot, sulfur dioxide, oxides of nitrogen, volatile organic compounds, methane.
b. Will the activity involve burning of wood or biomass?
c. Will the activity install, operate, maintain, or decommission systems containing ozone depleting substances, e.g., freon or other refrigerants?

d. Will the activity generate an increase in carbon emissions?
e. Will the activity increase odor and/or noise?

3. **Water quality changes and impacts**
   a. How far is the site located from the nearest river, stream, or lake?
   b. Will the activity disturb wetland, lacustrine, or riparian areas?
   c. What is the depth to groundwater at the site?
   d. Will the activity result in increased ground or surface water extraction? If so, what are the volumes? Permit requirements?
   e. Will the activity discharge domestic or industrial sewage to surface, ground water, or publicly-owned treatment facility?
   f. Does the activity result in increased volumes of storm water run-off and/or is there potential for discharges of potentially contaminated (including suspended solids) storm water?
   g. Will the activity result in the runoff of pesticides, fertilizers, or toxic chemicals into surface water or groundwater?
   h. Will the activity result in discharge of livestock wastes such as manure or blood into surface water?
   i. Does the site require excavation, placing of fill, or substrate removal (e.g., gravel) from a river, stream or lake?
4. **Land use changes and impacts**
   a. Will the activity convert fallow land to agricultural land?
   b. Will the activity convert forest land to agricultural land?
   c. Will the activity convert agricultural land to commercial, industrial, or residential uses?
   d. Will the activity require onsite storage of liquid fuels or hazardous materials in bulk quantities?
   e. Will the activity result in natural resource extraction, e.g., granite, limestone, coal, lignite, oil, or gas?
   f. Will the activity alter the viewshed of area residents or others?
5. **Impacts to forestry, biodiversity, protected areas and endangered species**
   a. Is the site located adjacent to a protected area, national park, nature preserve, or wildlife refuge?
   b. Is the site located in or near threatened or endangered (T&E) species habitat? Is there a plan for identifying T&E species during activity implementation? If T&E species are identified during implementation, is there a formal process for halting work, avoiding impacts, and notifying authorities?
   c. Is the site located in a migratory bird flight or other animal migratory pathway?
   d. Will the activity involve harvesting of non-timber forest products, e.g., mushrooms, medicinal and aromatic plants (MAPs), herbs, or woody debris?
   e. Will the activity involve tree removal or logging? If so, please describe.
6. **Historic or cultural resources**
   a. Are there cultural or historic sites located at or near the site? If so, what is the distance from these? What is the plan for avoiding disturbance or notifying authorities?
   b. Are there unique ethnic or traditional cultures or values present in the site? If so, what is the applicable preservation plan?

G. **Further Analysis of Recommended Actions** *(if the applicable IEE requires the use of ERCs to perform further analysis of recommended actions, then check the appropriate box below. If this*

analysis is not required, then skip this and proceed with Section H. If required by the IEE, the ERC shall be copied to the Bureau Environmental Officer (BEO)).

☐ **1. Categorical Exclusion:** The activity is not likely to have an effect on the natural or physical environment. No further environmental review is required.*

☐ **2. Negative Determination with Conditions:** The activity does not have potentially significant adverse environmental, health, or safety effects, but may contribute to minor impacts that can be eliminated or adequately minimized by appropriate mitigation measures. EMMPs shall be developed, approved by the Mission Environmental Officer (MEO) (and the BEO if required by the IEE) prior to beginning the activity, incorporated into workplans, and then implemented. See Sections H and I below.*

☐ **3. Positive Determination:** The activity has potentially significant adverse environmental effects and requires further analysis of alternatives, solicitation of stakeholder input, and incorporation of environmental considerations into activity design. A Scoping Statement must be prepared and be submitted to the BEO for approval. Following BEO approval an Environmental Assessment (EA) will be conducted. The activity may not be implemented until the BEO clears the final EA. For activities related to the procurement, use, or training related to pesticides, a PERUSAP will be prepared for BEO approval.

☐ **4. Activity Cancellation:** The activity poses significant and unmitigable adverse environmental effects. Adequate EMMPs cannot be developed to eliminate these effects and alternatives are not feasible. The project is not recommended for funding.

Note regarding applicability related to Pesticides** (216.2(e): The exemptions of §216.2(b)(l) and the categorical exclusions of §216.2(c)(2) ***such as technical assistance, education, and training are not applicable to assistance for the procurement or use of pesticides.

H. EMMPs *(Using the format provided below, or its equivalent, list the processes that comprise the activity, then for each, identify impacts requiring further consideration, and for each impact describe the mitigation and monitoring measures that will be implemented to avoid or adequately minimize the impacts. All environment, health, and safety impacts requiring further consideration, which were identified in Section F., should be addressed)*

Activity-specific environmental mitigation plan (Upon request, the MEO may be able to provide your project with example EMMPs that are specific to your activity.)

Processes	Identified Environmental Impacts	Do the Impacts Require Further Consideration?	Mitigation Measures	Monitoring Indicators	Monitoring and Reporting Frequency	Responsible Parties	Records Generated
List all the processes that comprise the activity(s)(e.g. asbestos roof removal, installation of toilets, remove and replace flooring) A line should be included for each process.	*A single process may have several potential impacts—provide a separate line for each.*	*For each impact, indicate Yes or No; if No, provide justification, e.g.,: (1) There are no applicable legal requirements including permits or reporting and (2) There is no relevant community concern and (3) Pollution prevention is not feasible or practical and (4) Does not pose a risk because of low severity, frequency, or duration*	*For each impact requiring further consideration, describe the mitigation measures that will avoid or adequately minimize the impact. (If mitigation measures are well-specified in the IEE, quote directly from IEE.)*	*Specify indicators to (1) determine if mitigation is in place and (2) successful.* *For example, visual inspections for seepage around pit latrine; sedimentation at stream crossings, etc.)*	*For example: "Monitor weekly, and report in quarterly reports. If XXX occurs, immediately inform USAID COR/AOR."*	*Separate parties responsible for mitigation from those responsible for reporting, whenever appropriate,*	*If appropriate, describe types of records generated by the mitigation, monitoring, and reporting process.*

I. Certification of No Adverse or Significant Effects on the Environment

I, the undersigned, certify that activity-specific baseline conditions and applicable environmental requirements have been properly assessed; environment, health, and safety impacts requiring further consideration have been comprehensively identified; and that adverse impacts will be effectively avoided or sufficiently minimized by proper implementation of the EMMP(s) in Section G. If new impacts requiring further consideration are identified or new mitigation measures are needed, I will be responsible for notifying the USAID COR/AOR, as soon as practicable. Upon completion of activities, I will submit a ***Record of Compliance with Activity-Specific EMMPs*** using the format provided in ERC Annex 1 or its equivalent.

_____ _____

Implementer Project Director/COP *Name* Date

J. Approvals:

_____ _____

USAID COR/AOR *Name* Date

_____ _____

Mission Environmental Officer *Name* Date

Distribution:

- Project Files
- Bureau Environmental Officer

ERC ANNEX 1
RECORD OF COMPLIANCE WITH ACTIVITY-SPECIFIC ENVIRONMENTAL MITIGATION AND MONITORING PLANS (EMMPs)

Subject:	*Site or Activity Name/Primary Project Name/IEE DCN Number*
To:	*COR/AOR/Activity Manager Name*
Copy:	*Mission Environmental Officer Name*
Date:	

The [*name of the implementing organization*] has finalized its activities at the [*site name*] to [*describe activities and processes that were undertaken*]. This memorandum is to certify that our organization has met all conditions of the EMMPs for this activity. A summary of the how mitigation and monitoring requirements were met is provided below.

1. Mobilization and Site Preparation
2. Activity Implementation Phase
3. Site Closure Phase
4. Activity Handover

Sincerely,

_____ _____

Implementer Project Director/COP *Name* Date

Approved:

_____ _____

USAID/COR/AOR/Activity Manager *Name* Date

Distribution:

- Project Files
- MEO
- Bureau Environmental Officer

ANNEX 4
RELATIONSHIP TO OTHER USAID AND DONOR PROGRAMS

In Tajikistan, since 2012 USAID has provided funding and technical assistance to the Government of Tajikistan Ministry of Education and Science (MOES) on a wide range of education reform programs. This Activity will coordinate with, or learn from, the following past and current USAID and other donor activities and initiatives:

USAID Quality Reading Program (QRP), 10/2012-9/2017. This program was USAID's first program in Tajikistan that focused specifically on improving early grade reading outcomes. In collaboration with the MOES, QRP developed and delivered in-service teacher training for 17,500 teachers; trained more than 2,600 librarians and methodologists; provided 226, 974 Tajik and Russian reading books; supported a range of community-based activities, such as summer reading camps and mobile libraries, to promote reading; and developed and implemented a mentoring program to provide on-going support for teachers. The QRP program reached 1807 schools, 20,541 teachers and 435,000 students.

USAID Read With Me (RWM), 10/2016-9/2021. USAID RWM aims to improve reading outcomes of 75 percent of primary students in Grades 1-4 through: 1) increased availability of reading materials; 2) Improved reading instructions; 3) increased innovations and partnerships and 4) Increased government support to improve reading. RWM will lay a foundation to expand literacy initiatives to focus on top priority for USAID programming in education sector that is sustained improvements in learning outcomes and skills development by renewing and increasing its emphasis on education for children and youth; increasing engagement with non-state actors and promote finance and delivery of innovations; improve country capacity to generate and use assessment data to drive transparency, accountability and inform decision makers and transform teacher policies and professional development to ensure representation and promotion of U.S. interests and maximize the efficient use of taxpayer dollars.

USAID FtF Tajikistan Health and Nutrition Activity, 9/2019-09/2020. Improving integrated healthcare at all levels. The program focuses on maternal, newborn, and child health, with an emphasis on nutrition, sanitation, and hygiene. The best practices on Social Behavioral Change (SBC), diversity, dietary, health and hygiene and main nutrition messaging will support the new Basic Education activity.

USAID Prevention and Treatment of Moderate Acute Malnutrition in Tajikistan, 6/2017-6/2021. Assists malnourished children in 140 Primary Health Centers in five pilot districts through the provision of specialized nutritious food.

THRIVE Global Development Alliance, 2018-2023. USAID AKF Thrive aims to enhance integrated socio-economic development for men, women, boys and girls in Khatlon Province and Gorno-Badakhshon Autonomous Oblast (GBAO). Children's development Component is financed by AKF to promote complementarity and avoid duplication in overlapping sites in Khatlon and GBAO. The targeted primary and secondary teachers will have the professional development opportunities to reinforce their teaching pedagogy to improve overall performance in their schools.

In Uzbekistan, USAID, will coordinate new activity with other development organizations including USG agencies, bilateral and multilateral donor partners, and will leverage external resources to overcome barriers that local institutions face in conducting and using research to improve education systems, service delivery, and learning outcomes. This could involve partnering with US higher education institutions to directly support local researchers, institutions, agencies, or regional associations. This may also involve working with USAID programs and other donors to identify local potential, help unlock local resources, and foster partnerships across regions, including other developed and developing countries. With a small and under-developed private sector in Uzbekistan, USAID will seek potential collaboration with the nascent private sector to mobilize and apply private sector expertise, capabilities and resources, and build robust development cooperation between universities and industry.